Brad's boat

Written by Angela Weeks. Illustrated by Tsunami Hee Ja.

SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

cries, swims, will, swings, floating, hanging, Wilfred

Practise high frequency words

are, into, the, he, onto, likes, to, they, me, I, says, have, come, hole, water, rope, pretend

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

log – a large piece of a tree

trunk – the thick main stem of a tree, from which its branches grow

grab – take hold of something suddenly

hanging – dropping down from a fixed point

floating – staying on the surface of water without sinking

drops – falls

plans – thinks of ideas for how to use something

pretend – make believe

sinks – goes below the surface of the water

It is hot. Gavin, Wilfred and Brad are at the water hole.

Gavin gets up on a tree trunk and jumps into the water. Wilfred has a swim.

Brad grabs the old rope hanging from the gum tree. He sees a big log, floating in the water.

Brad swings and drops into the water. He has plans for the log. He will pretend it is a boat.

Brad drags himself onto the log.
He likes his ‘boat’.

Gavin looks at Brad sitting on the log and swims across to him. He drags himself on too. They float on the ‘boat’.

"Wait for me," cries Wilfred. He tries to lift himself up, but the log sinks. Gavin and Brad tip off the log.

“Hold the log still. I will stand on it,” says Brad. Brad stands on the log and flips off into the water.

“Me too!” says Wilfred.
The kids have fun flipping into
the water off the ‘boat’.

“Come in!” says Mum.
The kids swim to the bank.

Brad looks back at his ‘boat’.
He had fun pretending.

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What happened in the story? What was Brad pretending?.
2. Have you ever tried to swing on a rope hanging from a tree? Tell me what happened.
3. Have you ever tried to pull yourself up onto something that was floating in the water? What happened?
4. What does it mean to 'have plans for something'?
5. What does the word 'bank' mean in the story? (the side of the water hole) What is another meaning for the word 'bank'?
6. Tell me about a time when you have played a pretending game.

Fluency chart

off	for	too	tip
will	rock	log	fun
hang	wait	boat	drag
jump	hold	tries	lift
grab	plan	looks	bank
trunk	swing	float	flipping

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

SPELD SA

Specific Learning Difficulties SA

Reproduction of this material, as a whole, with appropriate acknowledgment, for non-commercial or private purposes is permitted. Text and images remain the intellectual property of SPELD SA.

SPELD SA acknowledges the traditional custodians of the lands on which we deliver our services. We pay our respects to elders past, present and emerging, and recognise their cultural heritage, beliefs and relationship with the land.

Copyright SPELD SA, 2021

SPELD SA
Phonic Book Series